

regularly show that students learn best in small classes with high quality teachers. One of the most critical focuses of this bill is to infuse significant funding into professional development for educators.

I want to speak in support of one such program that I believe has the potential to dramatically raise the overall performance of teachers, inspiring good teachers to become excellent teachers.

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While it is not contained in House bill, it is part of the Senate bill and will be before the conference committee.

This is the authorization of funding for the National Board for Professional Teaching Standards, which would support a portion of the application fees so teachers can engage in the demanding year-long demonstration of their accomplishment in the act of teaching.

I particularly support funding to conduct outreach for the program because I believe it is a program that can uniquely energize increasing professional expertise for all teachers, and improve the culture of teaching in schools.

Teachers seeking this certification have to justify the decisions they make every day on how they teach and respond to children of diverse backgrounds, learning styles, and achievement levels. They answer these questions in writing and through videotape portfolios of their own interaction with students. One of the most critical elements is the follow-up self-reflection critiquing their own performance. Teachers who have survived this rigorous process repeatedly tell me that just doing it has made them better teachers.

Mr. Chairman, we need to give incentives to those teachers, especially in the very schools targeted in this bill, so that they will have the opportunity to demonstrate their accomplished teaching skills.

Mr. ISAKSON. Mr. Chairman, I yield 2 minutes to the gentleman from Arkansas (Mr. HUTCHINSON).

(Mr. HUTCHINSON asked and was given permission to revise and extend his remarks.)

Mr. HUTCHINSON. Mr. Chairman, I thank the gentleman for yielding time to me.

Mr. Chairman, I support the education initiative that is before us because it provides more funds for education, provides assessments of the progress of students, and it provides more flexibility to the States. But it does more, in my judgment, than justify support. It does something for teachers.

My son, Seth, this week is graduating from the public schools in Fort Smith. He has done well, but he has done well to a large extent because of one teacher who went the extra mile to help him out. He provided a difference. His name is Mr. Larry Jones. He gave

extra hours, and was a career-minded, student-oriented teacher who made a difference in someone's life. Yet, he received no more pay for his extra ability and devotion.

Quality teachers in my judgment should be paid well, encouraged, and rewarded for their success. This bill includes a provision in title II that I worked on with the committee that allows States and school districts to obtain funding for professional development of teachers; pay differentiation, which rewards teachers' individual efforts based upon leadership, student achievement, and peer review; and it also provides new approaches, funding for new approaches to provide teachers with optional career paths, such as career, mentor, and master teacher designations.

Mr. Chairman, I support this legislation because it acknowledges that teachers are the heart and soul of our education system and should be rewarded and encouraged for their efforts. I hope we can keep teachers in the teaching profession making a difference in the lives of students. I believe this legislation does that. I ask my colleagues to support it.

Mr. GEORGE MILLER of California. Mr. Chairman, I yield 2 minutes to the gentlewoman from California (Ms. ESHOO).

Ms. ESHOO. Mr. Chairman, I thank the gentleman for yielding time to me.

First, I want to salute the leadership of the committee, both the gentleman from Ohio (Chairman BOEHNER), and the gentleman from California (Mr. GEORGE MILLER) on our side of the aisle. I do not think there is a Member of the House of Representatives that has the passion and the eloquence and is such a virtuoso as the gentleman from California (Mr. GEORGE MILLER), so we thank him for his work. We are all grateful to him.

Mr. Chairman, this last Saturday in my congressional district in Palo Alto, California, the Board, the Student Advisory Board for California's 14th Congressional District, presented their annual report to the community.

This year, the 25 exceptional high school students on the Board decided to focus on one of the most critical issues of our time, education. They specifically analyzed recruitment and retention of teachers.

Their proposal included a number of important initiatives, including loan forgiveness, integrated housing and transportation for teachers, scholarships for college students who agree to teach after their graduation, a national teacher academy, Federal grants for continued learning, and skill-based bonuses.

I bring their ideas to the floor of the House today because it is not only important to heed their voices, but because I believe this bill represents a beginning of what we can do for education, and some of their ideas are in this bill.

The underlying bill is a good bill, it is a balanced bill, and it is a bipartisan

bill. It includes a 66 percent increase in teacher training and class size reduction. It includes \$1 billion for technology programs, a \$128 million increase from current law, and \$55 million more than the President's plan.

I am pleased that it does not include vouchers. Seventy-one percent of California voters last year chose not to have a State voucher plan because they siphon off some of the most important funding for 90 percent of our students in our country that are in the public education system.

The bill does have its shortcomings. We should fully fund IDEA. We should have school construction. We should take that up after this bill.

I support the underlying bill. I thank the leadership of the Committee, especially our magnificent gentleman from California (Mr. GEORGE MILLER), and I urge our colleagues to vote for it.

Mr. ISAKSON. Mr. Chairman, I am pleased to yield 4 minutes to the gentleman from Delaware (Mr. CASTLE), the chairman of the Subcommittee on Education Reform and a tireless worker on behalf of President Bush's desire to leave no child behind.

Mr. CASTLE. Mr. Chairman, I thank the gentleman from Georgia for his kind introduction, and I thank everyone who worked on this bill; of course, the gentleman from Ohio (Mr. BOEHNER) and the gentleman from California (Mr. GEORGE MILLER), but also including the staff. They have done tremendous work here.

This week, the House takes the next step toward the enactment of H.R. 1, the No Child Left Behind Act of 2001, our best effort to navigate the philosophical differences between our parties and realize our shared vision of a better future for all children.

Prior to 1965, many poor and minority students were denied access to a quality education. In effect, this country had a two-tiered educational system, one with low expectations for poor and minority students and high expectations for others.

Then Washington got involved. Now, after 35 years and more than \$130 billion of well-intentioned Washington spending, we have yet to close the achievement gap between disadvantaged students and their more affluent peers. We have allowed ourselves to believe that some children are simply beyond our reach. As a result, this Nation has suffered.

Today, with the consideration of H.R. 1, we have rededicated ourselves to the notion that all children can learn, and we begin the reforms to ensure that no child is limited by a high school education that does not provide him or her with the necessary skills to read and write well. The No Child Left Behind Act of 2001 fundamentally changes our system of education to enhance accountability and focus on student achievement. It increases flexibility, expands options for parents, and ensures that all reforms are tested by scientific research.